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ABSTRACT

The fourth in a series of nine career education guides is a unit plan on total awareness for the junior high school level which presents goals, objectives, and numerous and various activities for four major awareness areas: environment, peers and others, self, and careers. It includes a four-page bibliography of books, workbooks and films; eight pages of appended student self-evaluation materials; and a two-page teacher unit evaluation form. (JR)

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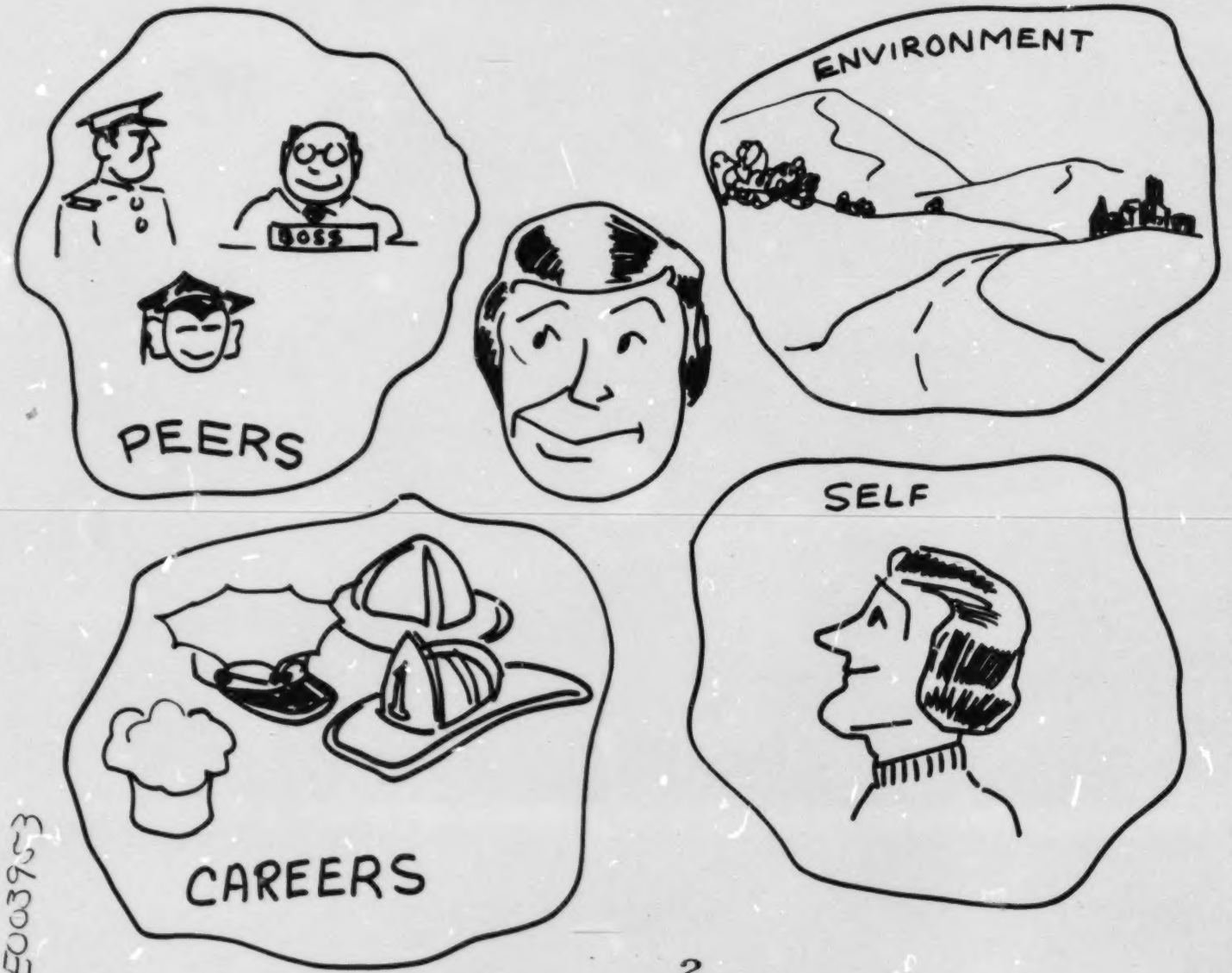
CAREER EDUCATION

TOTAL AWARENESS GRADE - JR. HIGH



CE003953

ED107851

CAREER EDUCATION

PROJECT: Tri BOCES Planning and Development of a Comprehensive Career Education Program K–12

REGION: Cayuga BOCES
Cortland–Madison BOCES
Tompkins–Seneca–Tioga BOCES

McEvoy Educational Center
Cortland–Madison BOCES
Cortland, New York 13045

1974

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FOREWORD

As we weave life's pattern, there are important strands that deal with human understanding and development as they relate to attitudes, identity, appreciations and fulfillment in the world of work.

The writers of this module have taken a new but a very important approach to the human aspect of Career Education. The elements of awareness, decision-making, competency and skills are essential if we are to consolidate an approach to student development in the field of Career Education.

In this unit we hope you will be able to sense and identify the emphasis on the many facets of human development as they relate to Career Education.

G. Douglas Van Benschoten
Career Manager

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Cover by Robert Gerlach, South Seneca Central School

INTRODUCTION

This module has been developed as a result of recognition of the needs of many students to total awareness in their life situation and strengthen their self-concept. It has been developed in four major areas.

1. Environment - to increase awareness of how the environment affects the individual.

2. Peers and Others - to cope with problems in interpersonal relationships.

3. Self - to improve self-awareness.

4. Careers - to increase career awareness.

The module is based on experience at the junior high level. The students who have provided the impetus for development of the module have varied physical, mental, emotional and societal handicaps.

Many of the students are non-college bound and will be employed in unskilled or semi-skilled careers.

The activities developed are designed to provide experiences which will expand and strengthen skills such as decision-making in dealing with situations involving the environment, self, peers and others and careers.

The module may be adapted for use at any class level. The activities suggested should be used selectively depending on the needs of a particular class.

ENVIRONMENT

Goal: To develop an awareness of the environment and how it affects attitudes toward self, others and work.

Specific Objectives: 1. The student will make a collage of at least 20 items from their environment that affect the students life.

2. Given a typical life situation, the student will identify as many aspects of the environment as possible which affect the student in that situation. Example: Student riding a bicycle to school in heavy traffic.

ACTIVITIES - ENVIRONMENT

1. Make a ditto or discuss - "How do you feel in different environments?" Some places which could be included are: in the dark, at school, at play, on the bus, in a restaurant, by yourself, in your room at home.

2. Through class discussion and brainstorming, list as many free activities and field trips as the class can suggest. As a class, plan and carry out a number of the activities and trips.

3. Have the students list 20 machines that affect their lives.

4. Have the students see, smell, touch and try to identify all the white things in a kitchen such as salt, flour, baking powder, baking soda, cornstarch, Bisquick, sugar, Coffeemate, MSG, etc.

5. Have the students choose four things they would like to have for life. (See Appendix I)

6. Have the students bring in a food they like to eat and one they don't like to eat. Let everyone try them. Discuss or vote on the classes favorite food, least favorite food. Talk about sweet, sour, bitter, salty, etc.

7. Have the students discuss what different clothes are made from. (See Appendix II)

8. Have the students list uses for a common item such as a paper clip.

9. Have the students make a list of things electric in their own home. With help of parent and/or grandparent, have the students make a list of things electric in the home of the parent or

grandparent when they were the same age. Compare lists.

10. Have the students plan and carry out a "conserve electricity" campaign or an ecology campaign.

11. Have the students explore reaction to colors; colors and feelings, colors and holidays, color and clothes, cars and homes.

12. Blindfold a student, have the student feel various items and try to identify them. Discuss things that are pleasant and unpleasant to touch. Describe these items.

13. Have the students describe how they would feel if: the Sun never set, no changes of the seasons, ...

14. Have the students decide how the appearance of the room might be changed. Encourage them to plan, locate or make and display material for the seasons, special days, curriculum content, student hobbies, etc. Encourage them in broadening their planning and in being increasingly responsible for implementing their plans.

15. Blindfold the students and ask them some questions about the room and other classmates, for example; "What color is Joe's shirt?" or "How many desks are in the room?" Remove the blindfolds. Give the students a few minutes to visually memorize the room environment. Replace the blindfolds and ask more detailed questions than before.

16. Have the students make individual seating plans for the room. This could involve just the student desks or all of the classroom furnishings. Hava a student draw one plan from the pile each week. Let the student whose plan is drawn be in charge of rearranging the room. The following week draw another plan until all are used.

PEERS AND OTHERS

Goal: To develop awareness of individual differences and tolerance in peer and other relationships.

Specific Objectives: 1. The class will plan, organize and carry out an activity that would benefit another group.

2. The student will identify personal characteristics of the characters in a movie or filmstrip without the sound track.

ACTIVITIES - PEERS AND OTHERS

1. Have students choose a story suitable for a puppet show or write their own. Have them make the puppets, stage, etc. and perform the show before a group of younger children in school or in a hospital.

2. Have the students write, publish and distribute a class newspaper.

3. Have the students discuss why they have, need and want friends. Lead the discussion through qualities which are valued in a friend and ways to make friends and keep them.

4. Have the students write and produce a play involving peer relationships.

5. Have the students brainstorm and list 25 or 30 positive personal characteristics. Each student should then choose the ten characteristics most representative of self and of two other students in the class.

6. Have the students stand in a small circle with their arms held out towards the middle of the circle. One student stands rigidly in the middle of the circle and falls towards the outstretched hands of a student. The falling student is perched upright and over to another student so that he is moved back and forth from one student to another across and around the circle. Students can then discuss how much they trusted each other in this exercise and whether their feelings of trust wavered or varied during the exercise.

7. Have one student who is blindfolded led around the room by another student. The speed and mode of movement should vary and a variety of objects should be encountered and explored through touch, taste, smell or sound. Students then discuss the varied feelings they experienced during this period of time without the use of their sense of sight.

8. Have the class plan and organize a party for a special occasion. Each student should be assigned a particular responsibility to carry out related to the party, such as,

   Decorations
   Guest list
   Invitations
   Menu
   Food purchases and donations
   Table arrangement
   Method of serving, etc.

9. Students work in pairs. One sits facing the window or another source of bright light. The other student is the observer. The student facing the light closes his eyes. At his partner's signal, he opens them, the observer notes change in the size of the pupils of the eyes when they are opened.

10. Make a ditto of cartoon faces showing different feelings and a list of statements the faces might be saying. Have the students try to match the faces to the statements. (See Appendix III)

11. Have the students cut out and mount pictures of people with

different expressions on their faces. Have them try to describe how the people are feeling.

12. Write a short biography for each of several famous Americans stressing their best known personal qualities. Have the students read each biography and discuss the qualities reflected for each individual.

13. Split students into two teams - at least 4 each. Give each group some balloons. The object of the game is to see which group, at the end of a 15 minute period, has the most balloons. Also give each group some pins but don't tell them they are to pop the other team's balloons. Let them decide how they are going to win. (The balloons are given to the groups deflated. Only inflated balloons count at the end.) Discuss the various strategies developed and their success or failures.

14. Make a ditto or have students discuss "Pet Peeves - What bugs you the most".

15. As a class or group project, make cards or craft items for a local hospital, orphanage or old folks home.

16. Have the students list or discuss 20 people who affect their lives.

17. Have the students participate as tutors, big brothers, big sisters or friends in a classroom of younger children. They could also help with academic work, read stories, do crafts or play games.

SELF

Goal: To develop self-understanding which is vital to decision-making and performance in the social world.

Specific Objectives: 1. The student will complete a minimum of five self-awareness activities.

2. The student will discuss, write or tape personal reactions to a minimum of two of the five activities completed.

ACTIVITIES - SELF

1. Through class discussion, have the students compile a list of good grooming habits. As a class, decide on the 10 most important ones and have each student keep a checklist on personal grooming habits.

2. Have the students write and/or tape a story illustrating two or more valued personal traits.

3. Have the students complete "Should I or Shouldn't I" ditto sheet, giving them a chance to decide what they think, not what family, teachers or others tell them to do.

4. Have the students complete some open-ended sentences which reflect likes, dislikes and other feelings about school, home, etc. (See Appendix IV)

5. Have the students make silhouettes of each other. Inside own silhouette, the student makes a collage of own likes and dislikes. Display all silhouettes. Have the students try to identify silhouettes. (See Appendix V)

6. To quiet music, have the students lie on floor and concentrate on various parts of own body. Then have students concentrate on moving the various parts of the body.

7. Have the students keep a chart or diary for a day, week or month dealing with activities, feelings, foods they eat, thoughts, etc.

8. Have students listen to songs that evoke feelings and discuss their own imterpretation of lyrics and music.

9. Have the students make a booklet of things they can do. Add to this throughout the year. Have the students decide on five goals for the year. At the end of the year, discuss whether they reached those goals or others, and what things they then can do.

10. Have the students complete "How do they feel" sheet. (See Appendix VI) Have the students compare and discuss responses.

11. Have the students sit in a circle, with their heads bowed. The leader states a feeling such as "happy" and begins to count to 10. While the leader is counting, students slowly lift their heads and try to exaggerate that feeling in facial expression. At the count of 10, the students look at each other and make a sound which they think expresses how they feel.

12. Have the students select and display a variety of magazine or newspaper pictures showing people in situations which illustrate a feeling, this evoking a variety of reactions from the students. Have each student select a picture and tell or write own feelings about the person or situation depicted.

13. Have the students make a symbol of selves with a pipecleaner or similar pliable material.

14. Have the students choose some way in which each wants to change or improve. Have each student make a "Behavior Contract" with own self and discuss progress individually at the end of a stated time. (See Appendix VII)

15. Have the students brainstorm a list of things and activities that bring them pleasure and happiness. Have the students make plans to do one or more of these things.

16. Have the students pantomime feelings, activities and jobs. Make a series of cards, each one listing one feeling, activity or job. Separate into respective category. Have the students choose a category, draw a card and pantomime.

Feelings	Activities	Jobs
glad	jogging	doctor
sick	fishing	telephone operator
hungry	typing	teacher
happy	painting	sportscaster
confused	climbing	tv cameraman
wild	measuring	painter
hot	paying	photographer
mad	carrying	race car driver
bored	hammering	airplane pilot
sad	digging	postman
cold	milking	hairdresser
frustrated	cooking	model
worried	planting	guitarist
angry	weeding	waitress
itchy	telephoning	manicurist
thirsty	inspecting	secretary
surprised	selling	cashier
silly	buying	bartender
tired		mechanic
afraid		fireman
		chef
		lawyer
		glassblower

CAREERS

Goal: To develop awareness of responsibilities to self and others when accepting a task or job.

Specific Objectives: 1. The student will role play five jobs requiring specific skills.

2. The student will identify and role play three characteristics of a good worker.

ACTIVITIES - CAREERS

1. Have the students discuss or list requirements of clothing for specific jobs. Have them find appropriate clothes in a catalog for these jobs.

2. Have the students visit work situations which might be of interest to them for future career possibilities. Have a student follow a worker through his day on the job.

3. Arrange for students to perform several types of work within the school:

    1. Delivering mail and/or packages.
    2. Assisting janitorial staff.
    3. Stacking trays in cafeteria.
    4. Greeting visitors to school.
    5. Answering telephones and delivering messages.

4. Have the class compile a dictionary of all the jobs familiar to them. Add to the dictionary on a periodic basis and discuss how the expanded dictionary reflects their increased knowledge of job situations. Use magazine and newspaper pictures to illustrate for added interest.

5. Have the class attend sports events. Discuss how to behave. Encourage participation in sports activities. Take the class to watch different classmates in action. Involve students in collecting tickets, helping at concession stands, clean up after activity.

6. Have the students compare home jobs of yesteryear with those of today. Refer to the pictures of home life in colonial times and today. Discuss changes, different jobs, etc.

7. Have the students make a set of flashcards that show a job title on one side and 3 pieces of equipment and 2 skills needed for that job on the other side. The students exchange cards, and reading the 5 clues, try to guess the job title.

EVALUATION REACTION FORM

FOR

CAREER EDUCATION MODULES

Tri-Boces

Cayuga, Cortland-Madison, Tompkins-Seneca-Tioga

Instructor's Name: _____

School District: _____ Building: _____

Module Title: _____

Unit Title: _____

Grade Level: _____ Number of Students: _____

1. From the three sections listed below relating to the module, please check any section that you felt was a problem and comment on the problem experienced.

   Suggested Instructional Activities:

   Follow-up Activities:

   Resource Materials:

   Comments:

2. How did you evaluate the students in the module?

3. If you used an evaluation devise with the students, please forward it with this report.

4. If you made any changes in this module or feel changes should be made, please indicate briefly what changes you recommend.

5. How many teaching days and/or teaching periods did you use the modules relating to Career Education.

6. What community resources were used in presenting material?

7. Did you use resource people? If so, please indicate career represented, not names.

8. Did you go on field trips? If so, please indicate names and places.

COMMENTS:

Please return to:

G. Douglas Van Benschoten
Cortland-Madison BOCES
Clinton Avenue Extension
Cortland, New York 13045

BOOKS AND WORKBOOKS

Annspiger, Bill Rucker - Values To Share, Austin, Texas
Steck Vaughn Company, 1967
The series studies shaping and sharing of human values which each person seeks in the social process. Teacher's Edition has synopsis of 26 stories, suggestions for introducing, teaching, suggested additional assignments, vocabulary study and analysis.

Blakely, Caroline - Occupations, Syracuse, New York
Readers Press, 1972
An occupation workbook listing the skills, education needed and demand for a variety of jobs.

Continental Press, Inc. Elizabeth, Pa. 12077
"How I Feel" Worksheets

Cosgrove, Margaret and Josey M. - Discovering Yourself, 259 E. Erie St. Chicago, Ill. 60611
Science Research Associates, 1969
Volume I of the SRA Family Living Series is meant to help the student understand himself and develop better relationships with family and friends. Chapter 1 includes self-evaluation rating sheet and check list.

Dogin, Yvette - Teenagers At Work, Phoenix, N.Y.
Frank E. Richards Publishers, 1968
A workbook dealing with various jobs, interviews, characteristics of good workers.

Feingold and Swerdloff - Occupations And Careers
New York: McGraw Hill Book Co., 1969
Part I - You and Your Career, Part II - Exploring the Occupational World. Appendix lists jobs by educational level required and suggested.

Belatt, H. B. - Deciding
A three part decision making course for junior high students. 45 page student workbook and teacher's guide.

CEEB102	Student Book	$2.50
CEEB103	Leader's Guide	$2.00

Kiser, Janet - Personal Perspectives: A Guide To Decision-Making
New York: McGraw Hill Book Co., 1973
Teacher's manual and student book involve 5 themes: rational decision-making, consumer education, career education, human ecology and community resources. Chapter 3 discusses values, goals, standards and resources as factors influencing individual development. Students are encouraged to make personal assessment of these factors.

Peterson, Eleanor - Successful Living
Boston: Allyn and Bacon, Inc., 1968
A text and workbook in personal problems. Sections on Understanding Ourselves, Problems of Personal Growth, Our Relations with Others, Our Career, Our Relations with the World Around Us.

Pfeiffer, William J. - A Handbook Of Structured Experiences For Human Relations Training
Four volumes of easy to use group activities designed to provide a variety of learning experiences.
Volume 1 VAP 1 $3.00
Volume 2 VAP 2 $3.00
Volume 3 VAP 3 $3.00

Reichert, Richard - Self-Awareness Through Group Dynamics
Ohio: Pflaum/Standard, 1970
A collection of group experiences using techniques of group dynamics with the goal of developing insight in oneself, others and basic values; thereby affecting and/or reinforcing the life style of the individual.

Russon, Richard - Personality Development For Business
Ohio: Southwestern Publishing Co., 1973
Fourth edition stresses development of good work habits and personality development, human relations and business psychology. Follow-up activities at end of each chapter provide opportunity for students to decide on ways to handle various types of business and personal problems. Case problems give students opportunity to use own ethics or morals in typical business situations and problems.

Scholastic Book Services, 902 Sylvan Avenue, Englewood Cliffs, N. J. 07632
Many books on self-awareness such as,
Loyalties, Prejudice And Getting Together

Simon, Howe Kirschenbaum - Values Clarification, New York
Hart Publishing Co., 1972
Seventy-nine practical strategies and games designed to help young people build own value system and determine how others develop their values.
HAR 1038 1-4 copies $3.95 each, 5 or more $3.20 each

Speorl, Dorothy, Ed. - Tensions Our Children Live With
Boston: Beacon Press, 1966
For use from grade 3 through junior high. Typical classroom and home situations as well as those dealing with relationships, handicaps, family troubles, broken homes. Stories to be read or told and discussed and/or role played.

Von Hilsheimer, George - How To Live With Your Special Child
Acropolis Books, 1970
Many activities on body awareness. Available from Social Studies School Service, 10,000 Culver Blvd., Dept. C Culver City, California 90230

THE CLUBHOUSE BOAT 19 min. MS1116

An unfinished story designed to give children practice in decision making. Presents the experience of four boys in their efforts to raise money to buy an old boat for the clubhouse. Raises questions of honesty and loyalty to friends.

HELPING IN THE CARE OF YOUNGER CHILDREN 11 min. MS224

We learn of the basic needs of children - affection, approval, security and sefety, as well as a routine that includes proper food, rest and play - and see that their care depends on the ability to recognize and satisfy these needs.

HOW HONEST ARE YOU? 13½ min. MS240

Students usually understand that honesty is a good thing, but in some cases it is a problem. This film analyzes honesty and shows how a person may apply the test of honesty to thoughts and actions.

PLANNING FOR SUCCESS 11 min. MS400

Bill learns that his failure in track is due to setting higher immediate goals than he is able to fulfill. He retains his long range goals but aims at success realistically by adjusting his present standards to his ability.

RIGHT OR WRONG? (MAKING MORAL DECISIONS) 11 min. MS435

A gang of high school boys breaks a warehous window; one of them is caught. The moral decisions of the people involved are presented as problems to motivate thinking and discussion.

SOCIAL SIDE OF HEALTH 10 min. MS1059

Discusses Man's ability to adjust to a group without losing his right to individuality and the need for him to make a contribution to society.

TALKING SENSE - WHO DO PEOPLE MISUNDERSTAND EACH OTHER? 30 min. MS1074

Discusses the variations in meanings of words and how these variations affect the communication process. Recommends that attention be focused not on words, but that listeners be interested in what speakers mean and that speakers try to make themselves understood.

UNDERSTANDING OTHERS 12 min. MS526

A dramatic plea to judge the other person for his true value, ability and net worth rather than his economic background, poor social skills and inability to be one of the group.

I THINK 19 min. MS1170

This film dep cts how a youngster lives under many influences and pressures today, possibly her most significant act may well be on the day she listens to the voice within her that asserts "this is what I think".

I AM 14 min. MS1343

Explores factors involved in the development of a positive self-image, the pain of rejection, the poignancy of near-misses in developing relationships and the satisfaction of recognition and response.

Films available through the Tompkins-Seneca-Tioga Audio Visual Catalog.

Guidance Associates, 41 Washington Ave., Pleasantville, N.Y. 10570

A series of filmstrip and cassette sets, many available from Tompkins-Seneca-Tioga BOCES and the Auburn BOCES, concerning the following aspects of total awareness.

1. Adolescent Experience Series
2. Adolescent Conflicts Series
3. Discovering Your Personality Series
4. Family Life Education

Catalog of all filmstrip sets and equipment is available from the above address.

APPENDIX I

Name_____

For Life: Pick (4)

1. Dr. Price will guarantee you perfect health, no sickness or injury, for as long as you live.

2. You have inherited millions from your dead Aunt Milly. You will have more money than you could spend for the rest of your life.

3. The great psychologist, Dr. Know Ital, will assure you of no hassles with your parents or other members of your family for the rest of your life.

4. The President of the United States has proclaimed you the ultimate authority in your life. You no longer have to obey teachers, adults, police or anyone else. You are your own boss.

5. Dr. Milton has given you alone the secret to long life. You will live 200 years and stay young for most of it.

6. You have been granted superior intelligence. You will have a 150 I.Q. for the rest of your life.

7. You will have plenty of good friends and all the love you want for the rest of your life.

8. You are one of the top surgeons in the world. Your recent discovery in brain surgery has made you the most respected and admired surgeon.

9. You are Chad Black, number 1 rock star in the world. Fifty secretaries answer your fan mail and every girl swoons at the sound of your name.

10. Dr. Smith, the famous plastic surgeon, has agreed to do a million dollar job on your face and body for free. You will be the best looking person in the world.

1._____

2._____

3._____

4._____

APPENDIX II

Name_____ Date_____

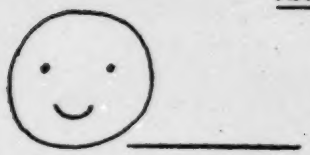
CLOTHING

Below is a list of materials which people use to make clothing. Some of the materials come directly from plants, some come directly from animals, and some are synthetic. Next to the name of each material, tell whether it is synthetic or whether it comes from a plant or animal. Them list some items of clothing which are made from that material.

	Plant, Animal or Synthetic	Items of Clothing
1. cotton		
2. plastic		
3. fur		
4. rayon		
5. linen		
6. rubber		
7. leather		
8. nylon		
9. silk		
10. wool		

APPENDIX III

MATCHING FACES AND FEELINGS



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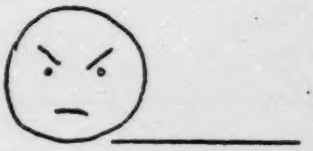

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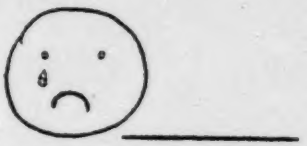

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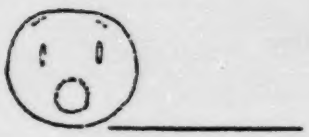

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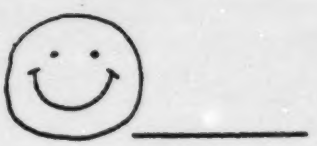

_____

1. I am so mad! When I see Joey again I'm going to tell him what I think of him.

2. Oh! Someone lit a cherry bomb in the boys room and it scared me half to death.

3. Gee... I don't know what this problem is about. I'd better ask for help.

4. I always get embarressed when that new girl comes near me and boy do I blush.

5. Y A A W N. I wish I'd gotten more sleep last night. I look and feel so tired.

6. Man, I feel like a million dollars!

7. I stubbed my toe. Ooo does it hurt. I'm going to have the nurse look at it.

8. I don't feel very good today. I'm sorry that I hit Joey in the hall. He's my friend. I didn't mean to lose my temper.

9. Today has been a good day. I feel healthy and happy. I did good work in school and my teachers are pleased.

APPENDIX IV

Name _____

Today I feel _____

School is _____

I wish my teachers _____

I get angry when _____

My idea of a good time is _____

I would like to be _____

People think I _____

I'm afraid _____

When I read out loud _____

I wish parents knew _____

I often worry about _____

I'd read more if _____

On weekends I _____

I wish people wouldn't _____

I hope I'll never _____

In school, I don't like _____

APPENDIX IV

(Continued)

The thing I like best about me is _____

I feel good when _____

I wish I could _____

I look forward to _____

My favorite thing to do in school is _____

I don't like people who _____

I wish _____

APPENDIX V

PSYCHO - SILHOUETTES

"Art combined with psychology to create self-profiles that are more than two dimensional."

Edward Blais
Plymouth Junior High School
Minniapolis, Minnesota

The cut-paper silhouette seems to be almost traditional in elementary art. Seeing some silhouettes done in paper mosaics this summer gave me an idea for yet another method of doing them. I had the students (third and fourth graders) begin by cutting out pictures of the things they liked from magazines. This, so that something of their personality would be revealed. They cut out pictures of animals, favorite foods, astronauts, snowmobiles - things that told about hobbies and pastimes. The pictures were then glued onto pieces of construction paper in the form of a montage. When the montages were done, a silhouette of each child's head was cut out from still another piece of construction paper. Then the outer portion of the silhouette was placed over the montage as the final step. The students were quite pleased with their finished silhouettes because the silhouettes not only showed their profiles, but also told something about them as individuals.

APPENDIX VI

HOW DO THEY FEEL?

Sometimes we can tell how people feel by what they say. Read each sentence below. Think how the speaker would feel as this is being said. Find the word in THE WORD BOX and write it on the line before the sentence.

THE WORD BOX

cross	gentle	safe
lucky	important	frightened

_____ 1. These dark glasses will keep my eyes from being hurt by the bright flash.

_____ 2. I was sure I wouldn't be able to find my white earring in the snow, but here it is.

_____ 3. After I had finished singing, even the teachers told me how wonderful I was.

_____ 4. Now slowly lift her just a little and slide the stretcher under her but be careful not to jar her.

_____ 5. No matter what you say, I still think you played a mean trick on me.

_____ 6. The icy snowball hit me right between the eyes but didn't break my glasses.

_____ 7. Hurry! Someone is trying to open my kitchen window and I am all alone in the house.

_____ 8. I've broken my father's best knife and I know he will be angry.

_____ 9. I'll have to go to school even if I am sick because no one can lead the band like me.

_____ 10. Don't make any more promises to me, for you have never kept any you made before.

_____ 11. You poor skinny dog! When did you last have any food?

_____ 12. I know those lions are not really wild, but when they roar, I'm glad that I'm here outside their cage.

_____ 13. If you keep playing those drums late at night, I'll call the landlady to stop you.

_____ 14. I'm glad to get first prize for catching the most fish today, but really you men know much more about fishing than I do.

_____ 15. What a wonderful feeling to get my car off the icy roads and into my own driveway?

APPENDIX VII

BEHAVIOR CONTRACT

I, _____, do hereby enter into the following agreement with myself. I will perform the behavior stated below for a period of _____ days. In return, I will receive the rewards listed below.

BEHAVIOR _____

REWARDS _____

If I fail to live up to this contract, these penalties will take effect.

PENALTIES _____

_____

signature